

# **Report Card** to the Public



**School Year  
2001 - 2002**

# Report Card to the Public 2001-2002

## **Acknowledgements**

The Alaska Department of Education & Early Development greatly appreciates the cooperation and support of Alaska's 53 school districts, Mt. Edgecumbe High School, and Alyeska Central School for assisting with the collection of information that provides the basis for this report.

This publication is available through the Department of Education & Early Development, 801 W. 10th Street, Suite 200, Juneau, AK 99801-1894; or through the Internet at: [www.eed.state.ak.us/stats/](http://www.eed.state.ak.us/stats/)

**Governor of Alaska**

Frank H. Murkowski

**Department of Education & Early Development**

Shirley J. Holloway, Ph.D., Commissioner

**State Board of Education & Early Development**

Susan Stitham, Chair

At-Large Seat

Fairbanks

Rob Shoaf, First Vice-Chair

At-Large Seat

Anchorage

Mike Williams, Second Vice-Chair

Fourth Judicial District

Akiak

Roy Nageak, Second Judicial District/  
• REAA Representative

• Barrow

•

Annie Calkins, First Judicial District Seat

Juneau

Paula Pawlowski, At-Large Seat - First Vice-Chair

Anchorage

Diane Heard, Third Judicial District Seat

Lt. Col. Mark Avery, Military Advisor

Elmendorf AFB

Megan Coffland, Student Advisor

Sitka

Jeremy Waite, Student Advisor Elect

Bethel

# **Report Card to the Public 2001-2002**

# Table of Contents

A Message from the Commissioner of Education & Early Development .....	1
<b>Alaska Education at a Glance .....</b>	<b>2</b>
Total Statewide Enrollment By Ethnicity .....	2
Supplemental Program Participation .....	2
School-Age Children in Low-Income Families .....	2
<b>Alaska Quality Schools Initiative .....</b>	<b>3</b>
<b>High Student Academic Standards and Assessments .....</b>	<b>4</b>
Content and Performance Standards .....	4
Comprehensive System of Student Assessment .....	4
TerraNova CAT/6 Students by Quartile .....	5
2002 Benchmark Examinations .....	7
2002 High School Qualifying Examination .....	6
2002 CAT/6 Quartile Results .....	8
<b>Statewide Performance Spring 2002 .....</b>	<b>8</b>
Benchmark Results - Grade 3 .....	8
Benchmark Results - Grades 6 and 8 .....	9
10th Grade HSGQE Results .....	10
<b>Statewide Participation Rate Spring 2002 .....</b>	<b>11</b>
Benchmark Results - Grade 3 .....	11
Benchmark Results - Grades 6 and 8 .....	12
<b>Statewide Performance Spring 2002 .....</b>	<b>13</b>
TerraNova CAT/6 Results Grades 4 and 5 .....	13
TerraNova CAT/6 Results Grades 7 and 9 .....	14
<b>Statewide Participation Rate Spring 2002 .....</b>	<b>15</b>
10th Grade HSGQE Results .....	15
TerraNova CAT/6 Results Grades 4 and 5 .....	16
TerraNova CAT/6 Results Grades 7 and 9 .....	17
<b>Statewide Performance Trend Data 2002 .....</b>	<b>17</b>
Benchmark Reading Results .....	17
Benchmark Writing Results .....	17
Benchmark Mathematics Results .....	17
Spring HSGQE - Grade 10 .....	18
SAT .....	20
American College Test (ACT) .....	21
High School Completion .....	23
<b>Quality Professional Standards .....</b>	<b>23</b>
Standards for Teachers and Administrators .....	23
Standards for Teacher Preparation .....	23

Certification and Endorsements .....	23
Evaluation of Educators .....	23
<b>Family, School, Community &amp; Business Network .....</b>	<b>24</b>
<b>School Excellence Standards .....</b>	<b>25</b>
Standards for State Accreditation of Schools .....	25
2002 Accreditation Status .....	26
Annual Change in Membership .....	27
Attendance Rate .....	28
Annual Dropout Rate for Grades 7-12 .....	28
Definitions & Methodology .....	29

## List of Tables

Table 1 - 2002, 2001, and 2000 Benchmark Exam Performance .....	7
Table 2 - SAT Verbal and Math .....	20
Table 3 - Comparison of 2002 Alaska and National ACT Scores .....	21
Table 4 - 2001-2002 Graduates By Ethnicity .....	22
Table 5 - Summary of Schools Accredited .....	26
Table 6 - Annual Change in Membership .....	27
Table 7 - Attendance Rate .....	28
Table 8 - Dropouts by Ethnicity .....	28

# A Message from the Commissioner. . .

1



This *Report Card to the Public, a Summary of Statistics from Alaska's Public Schools*, is published in accordance with Alaska Statute 14.03.120 for the school year 2001-2002. It reports on the status of public education to the people of Alaska. It is also a source of information for Alaska's educational policy makers, including legislators, Governor Knowles, the State Board of Education & Early Development, and local boards of education.

Under state law, each school district is required to report to its community information about the school district's plans and performance. This publication is a summary of those reports. The *Report Card* now expanded includes school-level data for every school in the state.

This publication is organized around the four-key elements of the *Alaska Quality Schools Initiative*, the

Knowles Administration's systemic school improvement plan:

- ✓ High Student Academic Standards and Assessments
- ✓ Quality Professional Standards
- ✓ Family, School, Community & Business Network
- ✓ School Excellence Standards

The progress of the six-year-old *Alaska Quality Schools Initiative* is impressive. This is because many individuals, school districts, educators, businesses, and other organizations have worked tirelessly to advance its elements. They are making the initiative a success.

The initiative has proven to be an excellent blueprint for revitalizing our education system and fulfilling our promise to young people for a brighter future. Our goal is no less than this: that **every student** achieves academically at the highest levels and is guided by outstanding teachers in quality schools—no exceptions.

We have reasons to celebrate the many successes in our schools. Together, we can move forward to make our schools even better.

Sincerely,

A handwritten signature in cursive script that reads "Shirley J. Holloway".

Shirley J. Holloway, Ph.D.  
Commissioner of Education & Early Development

## Statewide Profile

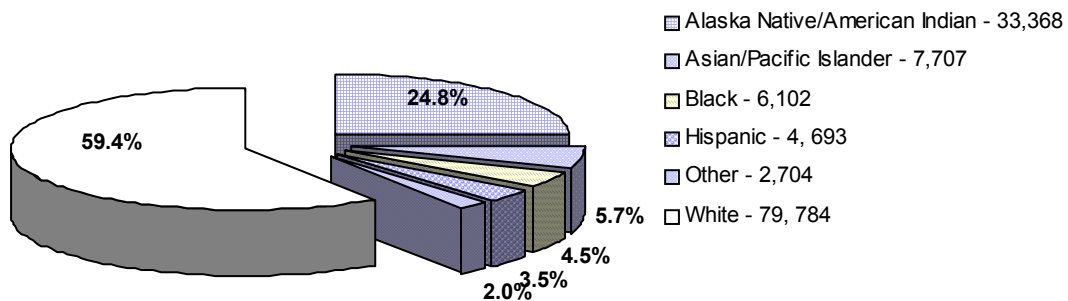
School District Square Miles ..... 685,175  
 State Population ..... 633,630

Number of School Districts ..... 53  
 Regional Educational Attendance  
 Areas (REAs) ..... 19  
 City/Borough Districts ..... 34  
 Funding Communities ..... 267  
 Public Schools Pre-Elementary  
 to Grade 12 ..... 505  
 State-Operated Schools ..... 2  
 Charter Schools ..... 15  
 Correspondence Schools ..... 29

K-12 Student Populations in Average  
 Daily Membership (ADM) ..... 132,670  
 Change in ADM from 01-02 ..... 1.1%  
 School-Age Low-Income  
 Children ..... 41,545

Number of High School  
 Graduates 2002 ..... 6,945

Number of Dropouts  
 (Grades 7-12) 2002 ..... 3,535

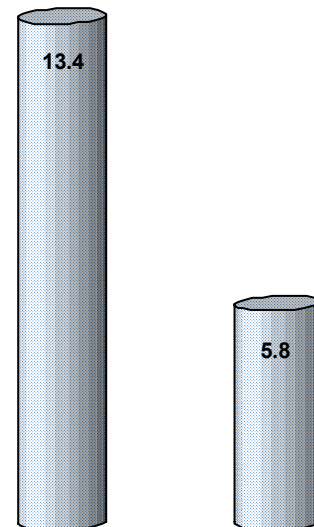
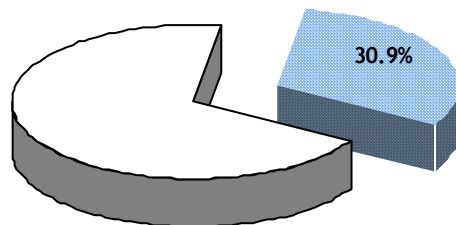


## Supplemental Program Participation

Percentage of October 1, 2000 Enrollment (PE-12)

School-Age Children  
in Low-Income Families

Percentage of October 1, 2001  
Enrollment



Special Ed

Migrant





Education goals have been developed on the state and district levels to provide ongoing and ultimate measures of student achievement. The *Alaska Quality Schools Initiative* aims to improve the performance of Alaska's schools and the skills of Alaska's children.

The *Initiative* has four parts:

- ✓ High Student Academic Standards and Assessments
- ✓ State supports school districts by developing content and performance standards in reading, writing, and mathematics.
- ✓ School districts adopt standards in reading, writing, and mathematics.
- ✓ State supports school districts by developing a comprehensive system of student assessment that includes developmental profiles for entering kindergarten and 1<sup>st</sup> grade students, Alaska Benchmark Examinations at the 3<sup>rd</sup>, 6<sup>th</sup>, and 8<sup>th</sup> grades, and the Alaska High School Graduation Qualifying Examination.

## Quality Professional Standards

- ✓ University teacher preparation programs are based on standards of the State Board of Education & Early Development and standards of the National Council for Accreditation of Teacher Education.
- ✓ Teachers and administrators are licensed based on standards.
- ✓ School districts base teacher and administrator evaluations on standards.
- ✓ Ongoing professional development is directly linked to improving student achievement in a results-based education system built on academic standards, assessment, and accountability.

## Family, School, Community & Business Network

- ✓ Communities develop partnerships to ensure that schools are safe and respectful places to learn.
- ✓ Parents are active partners who have clear roles in results-based schools.
- ✓ State supports school districts in implementing parent/family involvement programs.
- ✓ State promotes partnerships between schools, professional education associations, businesses, community groups, and government.

## School Excellence Standards

- ✓ Accreditation of schools is based on state standards.
- ✓ School improvement planning is based on school standards.
- ✓ Schools get technical assistance from distinguished schools and educators.

## High Student Academic Standards and Assessments

### Content and Performance Standards

In 1993, Alaskans began developing higher standards and accountability for their public school system. As the cornerstone of this effort, the Department of Education & Early Development developed academic standards and associated key elements in 12 content areas: English/language arts, mathematics, science, history, geography, government and citizenship, skills for a healthy life, arts, world languages, technology, employability, and library/information literacy. Also, in place, are cultural standards.

The content standards present students and teachers with a clear and challenging target; focus energy and resources on student achievement; and provide a tool for judging students' learning achievements and school performance.

During the late 1990s, performance standards were completed that translate the content standards into more concise expectations for student achievement. Developed in reading, writing, and mathematics, the performance standards detail the specific level of achievement expected of students at ages 7, 10, 14, and 18.

### Comprehensive System of Student Assessment

State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or 1<sup>st</sup> grade, Benchmark assessments in reading, writing, and mathematics at grades 3, 6, and 8, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2004.

Implementing a statewide, comprehensive system to assess the skills and knowledge of Alaska's students is a primary activity of the Alaska Department of Education & Early Development. It is a major component of the Governor's and Commissioner of Education & Early Development's *Alaska Quality Schools Initiative*. Such a system would measure student achievement in relation to adopted state standards; provide valid, reliable information to policy makers; guide decision-making; and improve instruction.

The department has:

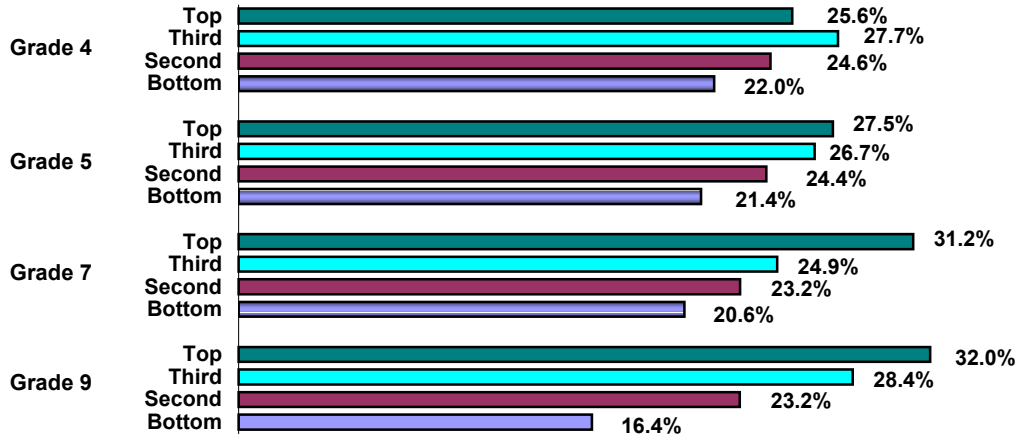
1. Provided school districts with state performance standards in reading, writing, and mathematics.
2. Developed the graduation qualifying examination in reading, writing, and mathematics.
3. Provided professional development opportunities for standards based instruction.
4. Provided technical assistance to school districts in aligning curriculum to state standards.

In 1997, the legislature passed a law requiring every high school student to pass a qualifying examination as a requisite to receiving a diploma. The following year, a law requiring examinations at earlier grades was also passed. The department has completed a three-year test development cycle to assess student performance on the performance standards in reading, writing, and mathematics.

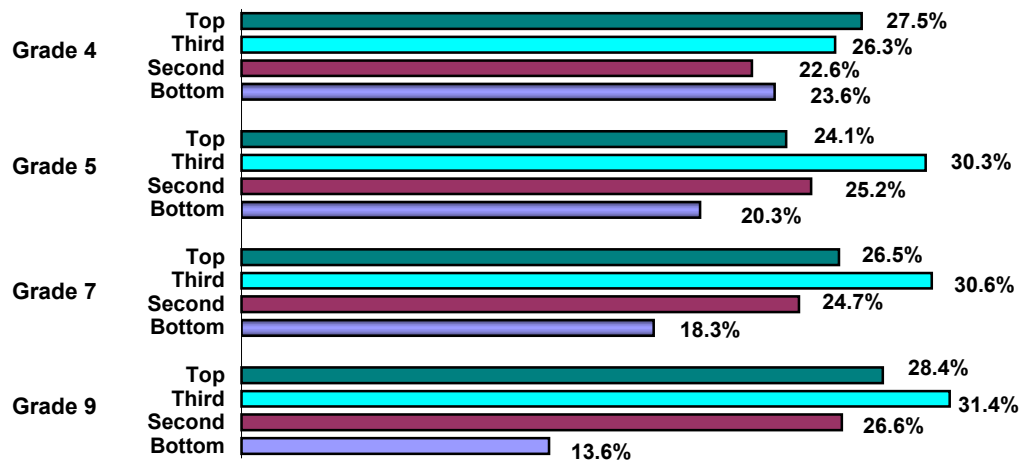
Alaska regulation 4 AAC 06.710 requires all students in grades 4, 5, 7, and 9 to be assessed in reading, language arts, and mathematics, using a standardized test. Information from this assessment, aggregated to a statewide profile, provides parents, educators, policy makers, and the community-at-large with a picture of how Alaska's students compare with their peers nationwide. The TerraNova CAT/6 is administered annually to all students in grades 4, 5, 7, and 9.

## TerraNova CAT/6 Results by Quartile

**READING - Percentage of Alaska Students By Quartile,  
2001-2002 TerraNova CAT/6**



**LANGUAGE- Percentage of Alaska Students By Quartile,  
2001-2002 TerraNova CAT/6**



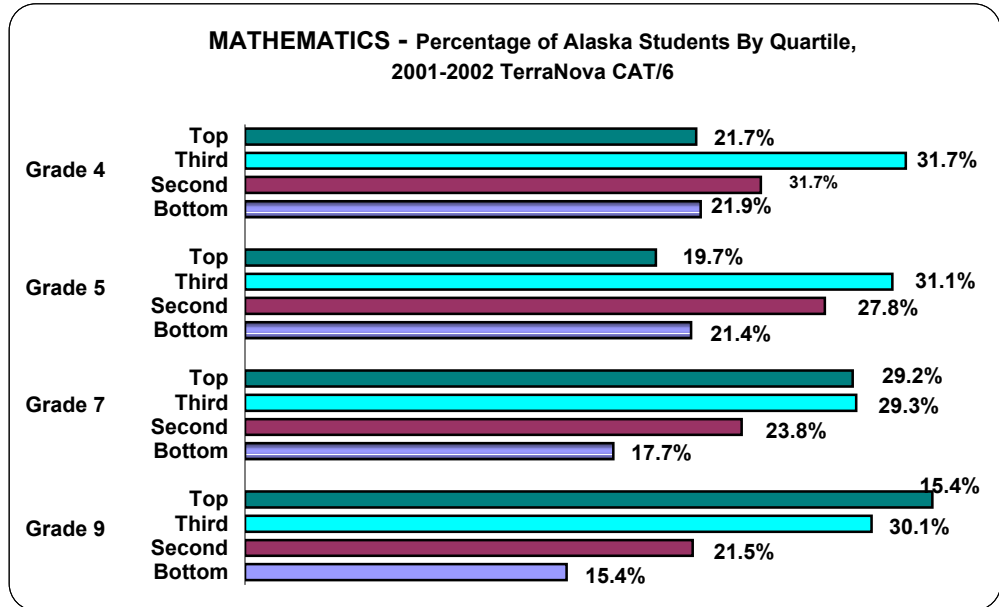


Table 1  
2002, 2001 and 2000 Benchmark Exam Performance

Subject	Test	Grade 3					
		Advanced/Proficient		Below/Not Proficient		October 1 Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>		
READING	2000	7,220	72.5%	2,740	27.5%	10,706	93.0%
	2001	7,065	71.2%	2,855	28.8%	10,700	92.7%
	2002	7,133	74.6%	2,431	25.4%	10,011	95.5%
WRITING	2000	4,851	48.8%	5,084	51.2%	10,706	92.8%
	2001	5,302	53.5%	4,617	46.5%	10,700	92.7%
	2002	5,558	58.0%	4,017	42.0%	10,011	95.6%
MATHEMATICS	2000	6,453	65.0%	3,478	35.0%	10,706	92.8%
	2001	6,550	66.3%	3,326	33.7%	10,700	92.3%
	2002	6,759	70.8%	2,785	29.2%	10,011	95.3%

Subject	Test	Grade 6					
		Advanced/Proficient		Below/Not Proficient		October 1 Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>		
READING	2000	6,958	69.9%	3,001	30.1%	10,574	94.2%
	2001	6,912	69.4%	3,043	30.6%	10,623	93.7%
	2002	7,298	69.8%	3,155	30.2%	10,941	95.5%
WRITING	2000	7,180	72.2%	2,760	27.8%	10,574	94.0%
	2001	7,265	73.0%	2,687	27.0%	10,623	93.7%
	2002	7,890	75.5%	2,554	24.5%	10,941	95.5%
MATHEMATICS	2000	6,161	62.2%	3,752	37.8%	10,574	93.7%
	2001	6,241	62.9%	3,681	37.1%	10,623	93.4%
	2002	6,681	63.9%	3,769	36.1%	10,941	95.5%

Subject	Test	Grade 8					
		Advanced/Proficient		Below/Not Proficient		October 1 Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>		
READING	2000	7,993	83.2%	1,613	16.8%	10,575	90.8%
	2001	7,824	82.5%	1,660	17.5%	10,377	91.4%
	2002	8,097	81.6%	1,820	18.4%	10,702	92.7%
WRITING	2000	6,479	67.5%	3,125	32.5%	10,575	90.8%
	2001	6,420	67.9%	3,040	32.1%	10,377	91.2%
	2002	6,580	66.3%	3,338	33.7%	10,702	92.7%
MATHEMATICS	2000	3,724	39.0%	5,815	61.0%	10,575	90.2%
	2001	3,711	39.5%	5,675	60.5%	10,377	90.5%
	2002	3,973	40.2%	5,902	59.8%	10,702	92.3%

<sup>1</sup> Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

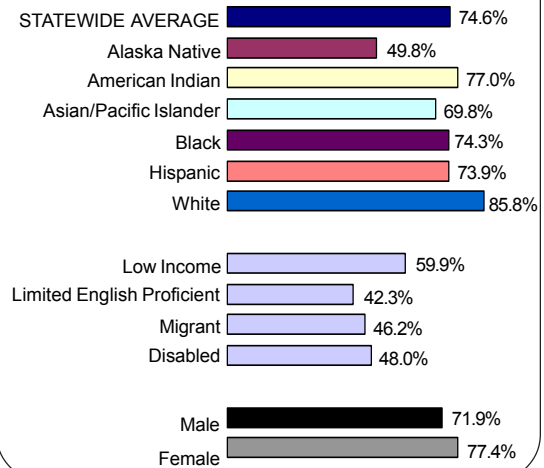
<sup>2</sup> Participation rate is calculated by dividing the total count of students tested by the October 1, 2001 enrollment.

## Statewide Performance Spring 2002 - Benchmark Results

The following charts illustrate statewide performance on the Benchmark Examinations, High School Graduation Qualifying Examination and TerraNova CAT/6 administered in March 2002. Results are provided for each assessment and include a state-wide average as well as information regarding the achievement of subgroups including major racial and ethnic groups, low income, limited English proficiency, disability status, migrant status, and gender.

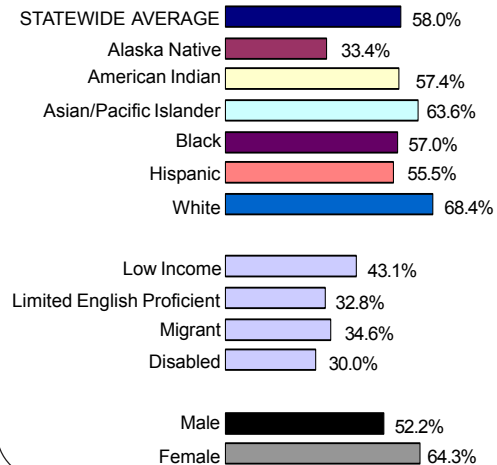
### Reading - Benchmark 2002, GRADE 3

Percentage of students at or above proficient level



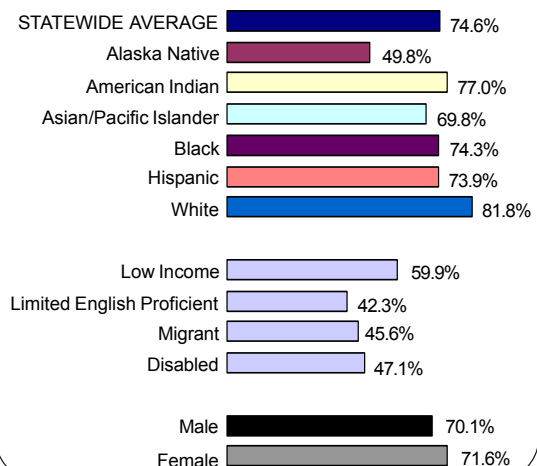
### Writing - Benchmark 2002, GRADE 3

Percentage of students at or above proficient level



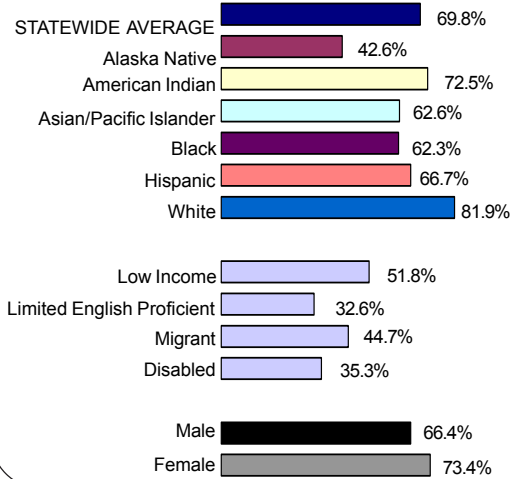
### Mathematics - Benchmark 2002, GRADE 3

Percentage of students at or above proficient level

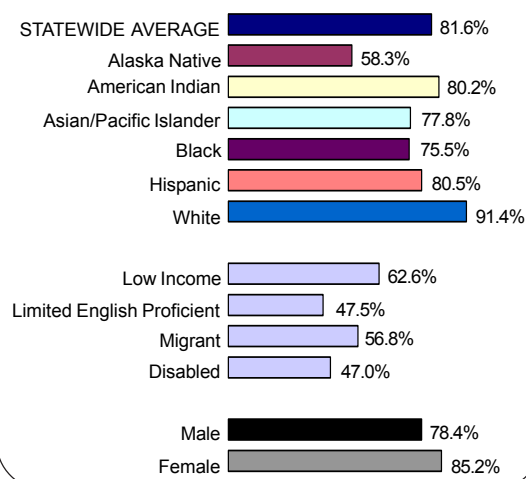


**Reading - Benchmark 2002, GRADE 6**

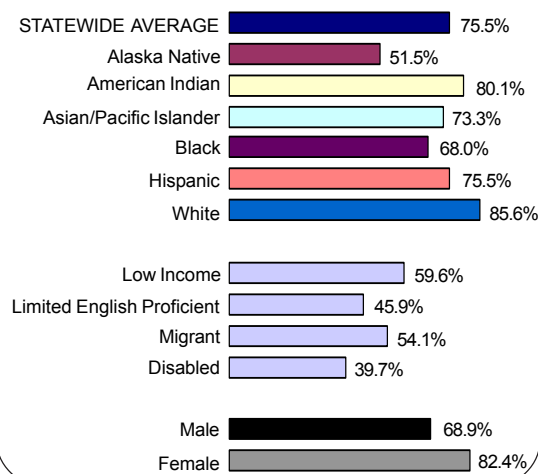
Percentage of students at or above proficient level

**Reading - Benchmark 2002, GRADE 8**

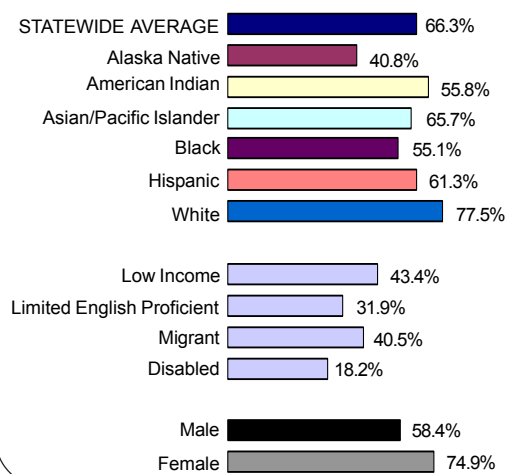
Percentage of students at or above proficient level

**Writing - Benchmark 2002, GRADE 6**

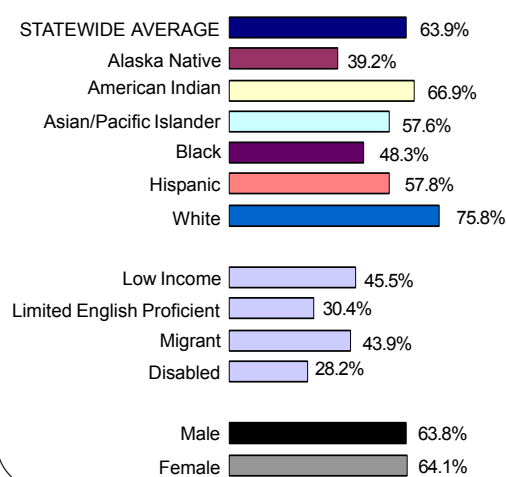
Percentage of students at or above proficient level

**Writing - Benchmark 2002, GRADE 8**

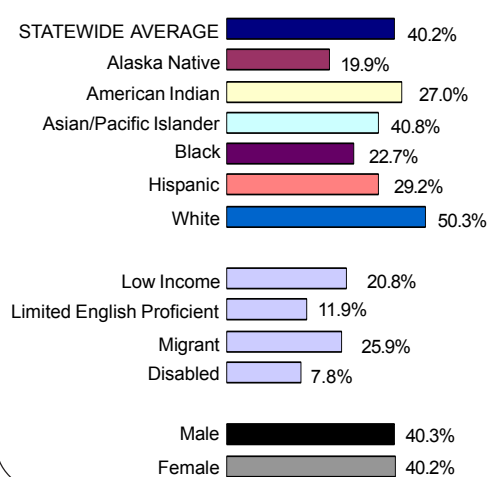
Percentage of students at or above proficient level

**Mathematics - Benchmark 2002, GRADE 6**

Percentage of students at or above proficient level

**Mathematics - Benchmark 2002, GRADE 8**

Percentage of students at or above proficient level

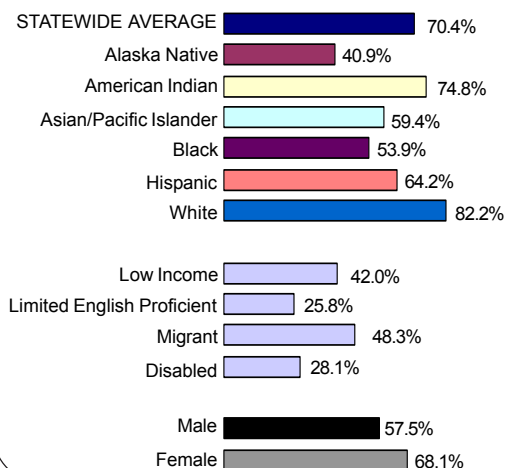


## Statewide Performance Spring 2002 - 10th Grade HSGQE Results

The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. The exam is administered in October and March of each school year to provide multiple opportunities for high school students to take the exam prior to their senior year. State regulation 4 AAC 06.755 requires all Sophomores to take the HSGQE in the spring of their Sophomore year. The following chart illustrates the HSGQE results for the grade 10 students in March 2002.

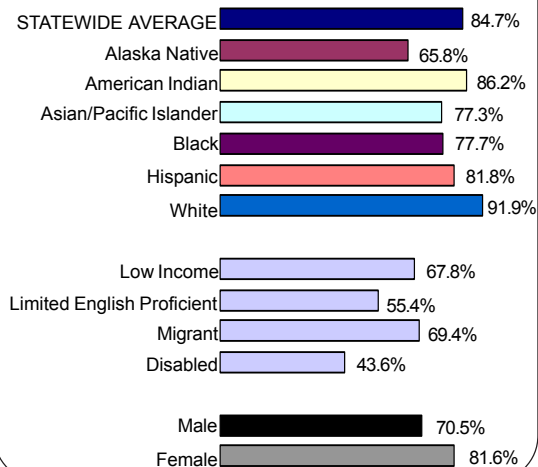
### Reading - HSGQE Spring 2002, GRADE 10

Percentage of students at or above proficient level



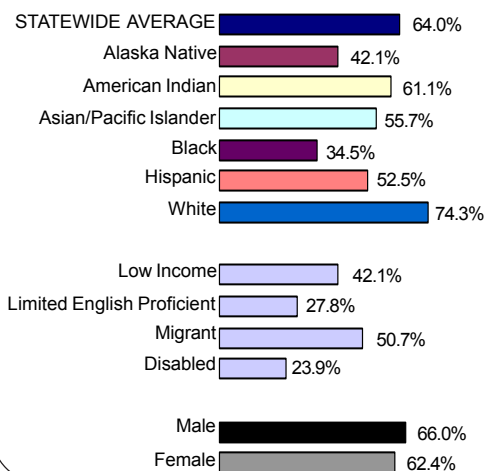
### Writing - HSGQE Spring 2002, GRADE 10

Percentage of students at or above proficient level



### Mathematics - HSGQE Spring 2002, GRADE 10

Percentage of students at or above proficient level



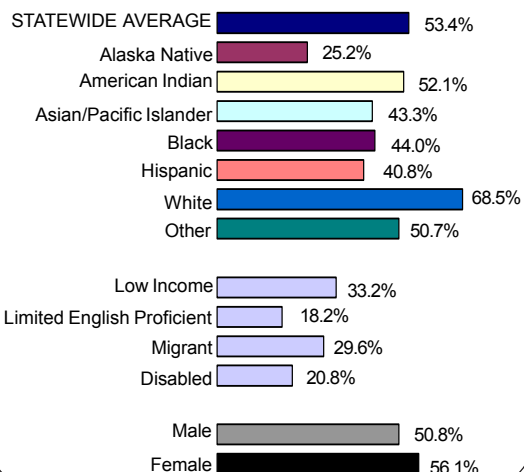


# Statewide Performance Spring 2002 - TerraNova CAT/6 Results

11

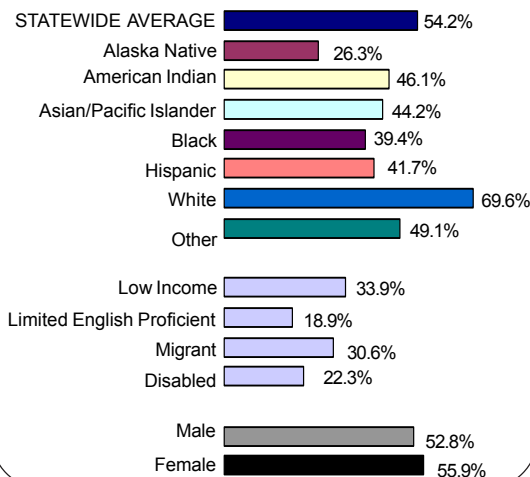
## Reading - TerraNova CAT/6 2002, GRADE 4

Percentage of students above 50% of National



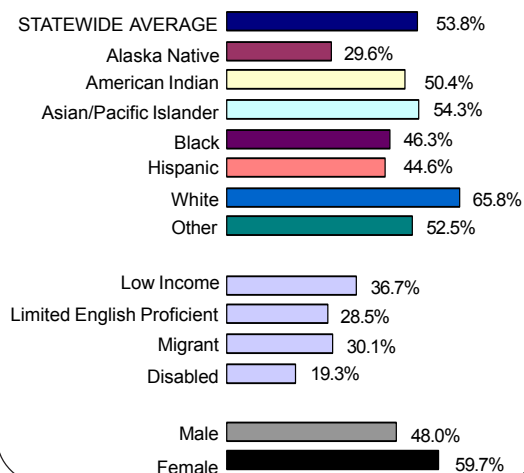
## Reading - TerraNova CAT/6 2002, GRADE 5

Percentage of students above 50% of National distribution



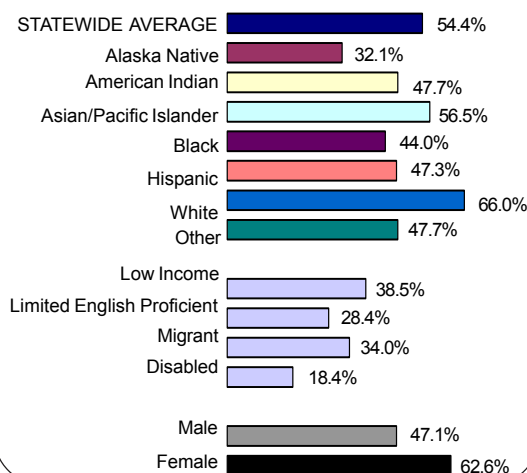
## Language - TerraNova CAT/6 2002, GRADE 4

Percentage of students above 50% of National distribution



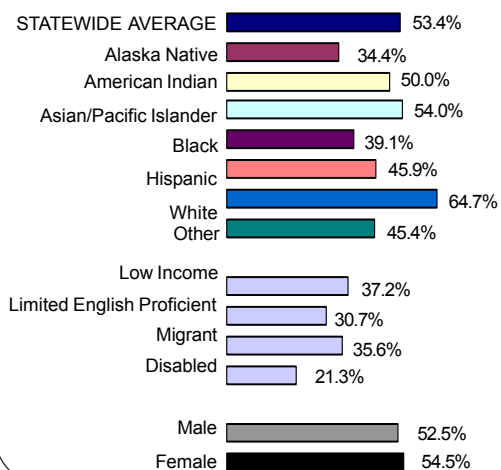
## Language - TerraNova CAT/6 2002, GRADE 5

Percentage of students above 50% of National distribution



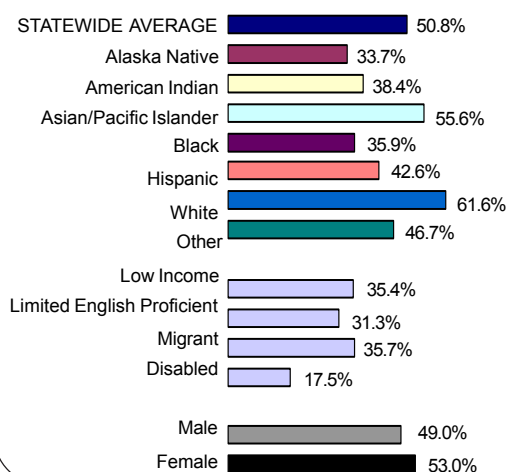
## Mathematics - TerraNova CAT/6 2002, GRADE 4

Percentage of students above 50% of National distribution



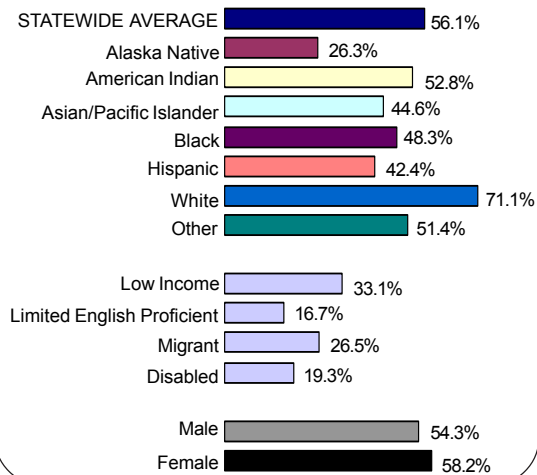
## Mathematics - TerraNova CAT/6 2002, GRADE 5

Percentage of students above 50% of National distribution

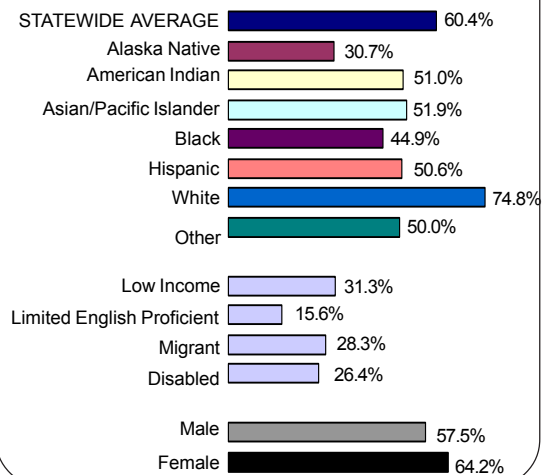


**Reading - TerraNova CAT/6 2002, GRADE 7**

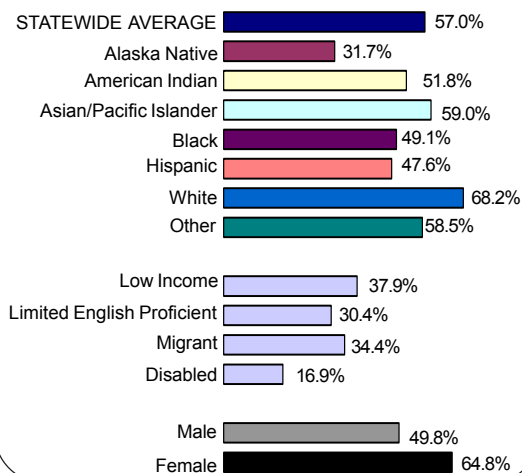
Percentage of students above 50% of National distribution

**Reading - TerraNova CAT/6 2002, GRADE 9**

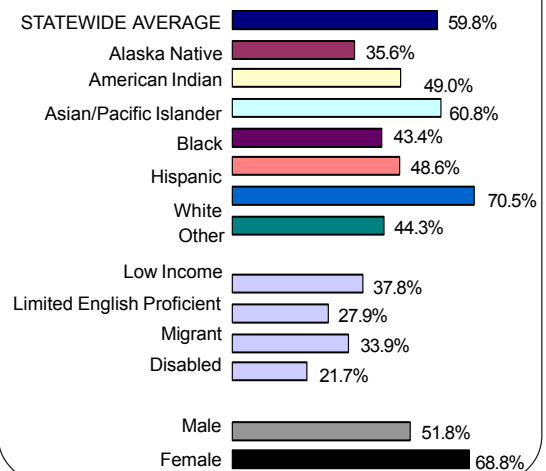
Percentage of students above 50% of National distribution

**Language - TerraNova CAT/6 2002, GRADE 7**

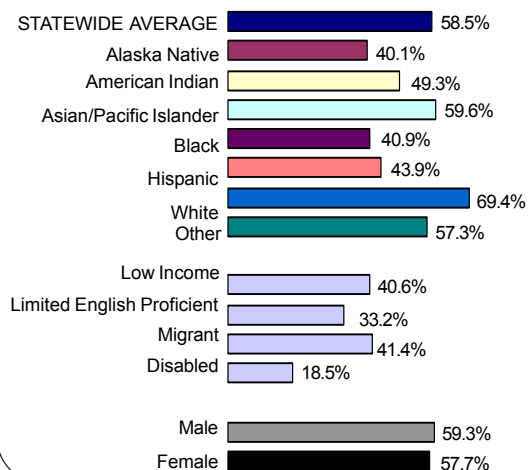
Percentage of students above 50% of National distribution

**Language - TerraNova CAT/6 2002, GRADE 9**

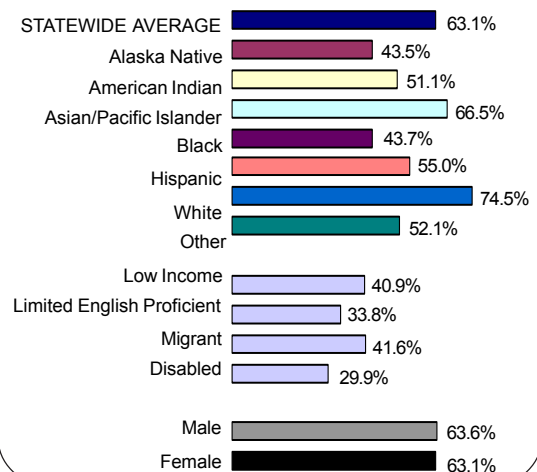
Percentage of students above 50% of National distribution

**Mathematics - TerraNova CAT/6 2002, GRADE 7**

Percentage of students above 50% of National distribution

**Mathematics - TerraNova CAT/6 2002, GRADE 9**

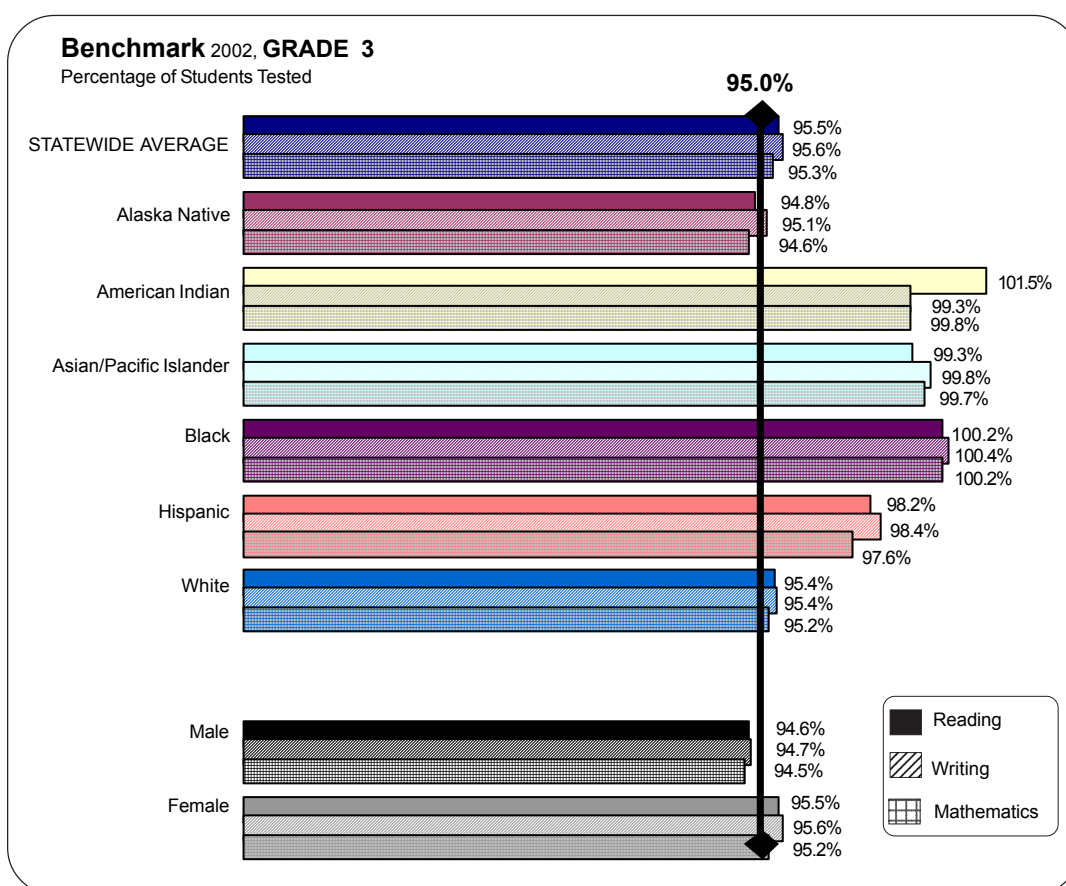
Percentage of students above 50% of National distribution



# Statewide Participation Rate Spring 2002 - Benchmark Results

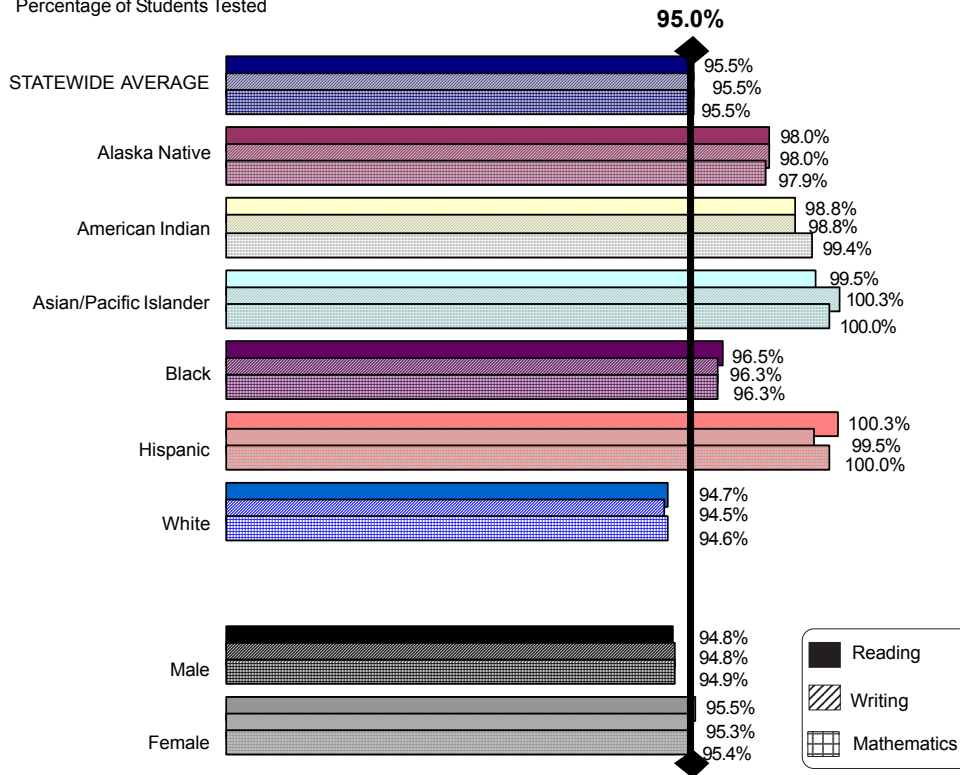
13

The following charts illustrate statewide performance on the Benchmark Examinations, High School Graduation Qualifying Examination and TerraNova CAT/6 administered in March 2002. Results are provided for each assessment and include a statewide average as well as information regarding the achievement of subgroups including major racial and ethnic groups, low income, limited English proficiency, disability status, migrant status, and gender.

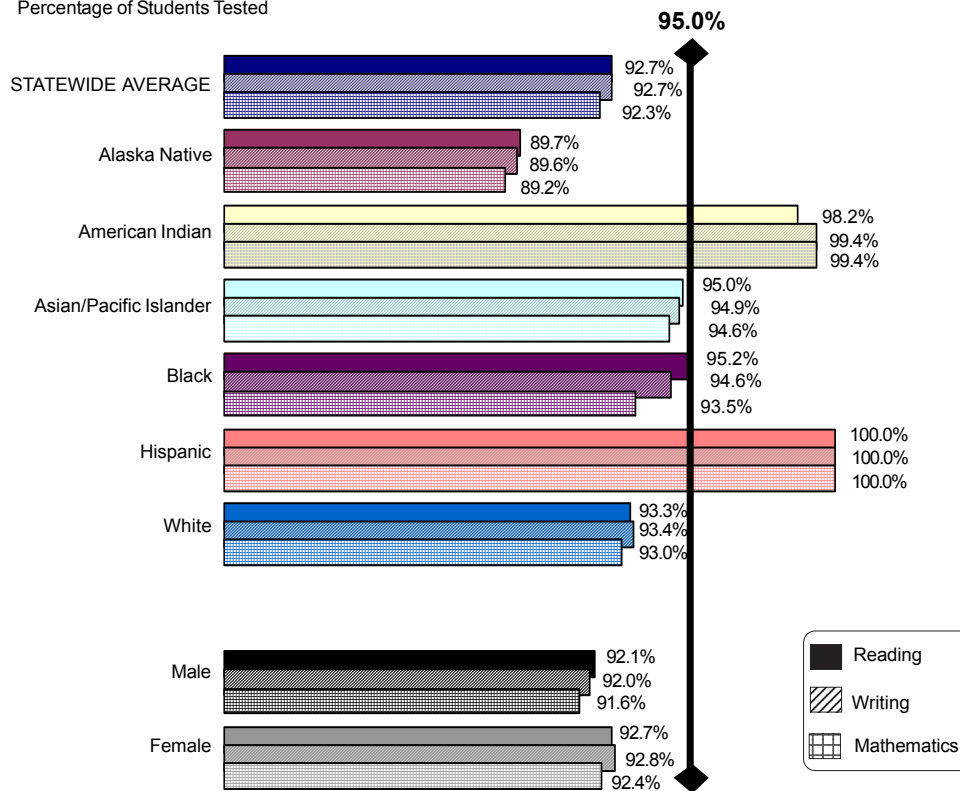


**Benchmark 2002, GRADE 6**

Percentage of Students Tested

**Benchmark 2002, GRADE 8**

Percentage of Students Tested



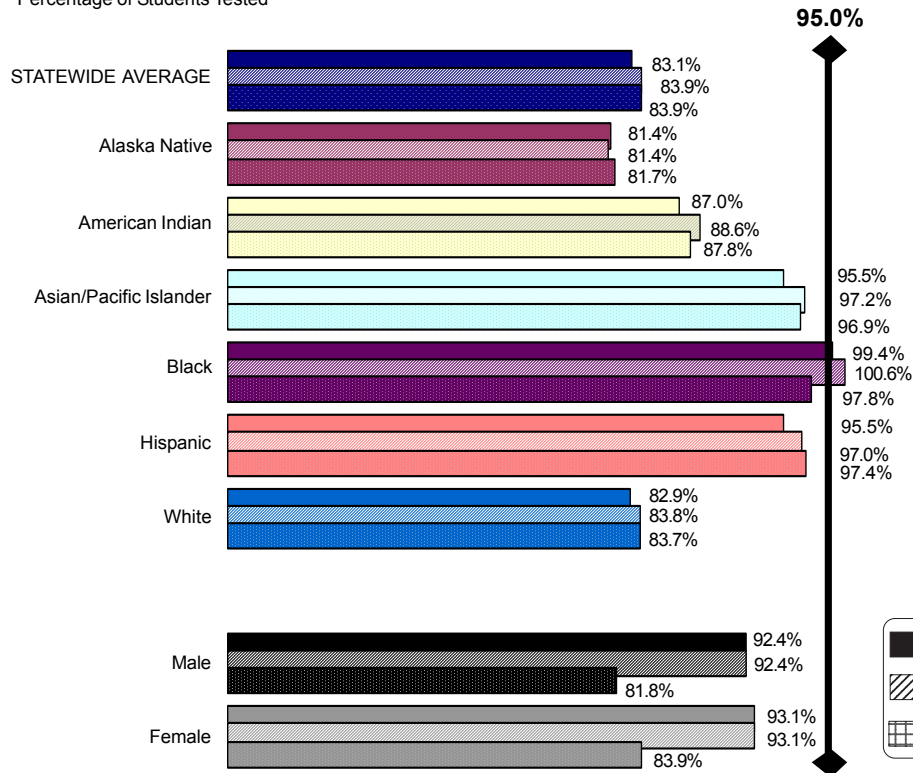
# Statewide Participation Rate Spring 2002 - 10th Grade HSGQE Results

15

Report Card to the Public 2001-2002

## HSGQE Spring 2002, GRADE 10

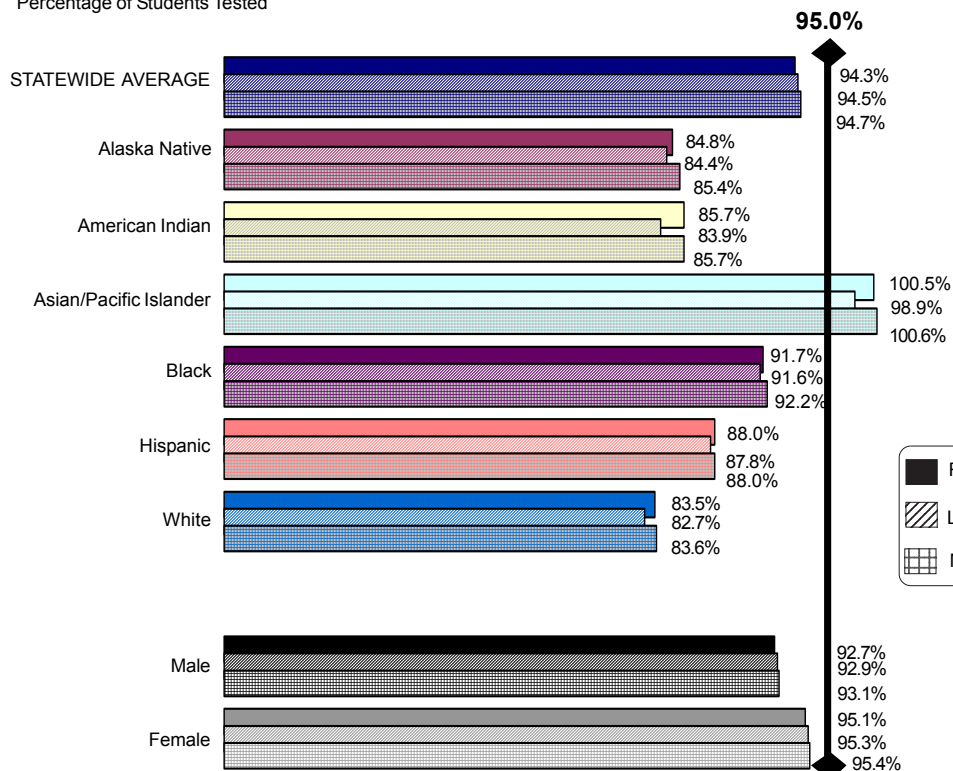
Percentage of Students Tested



# Statewide Participation Rate Spring 2002 - TerraNova CAT/6 Results

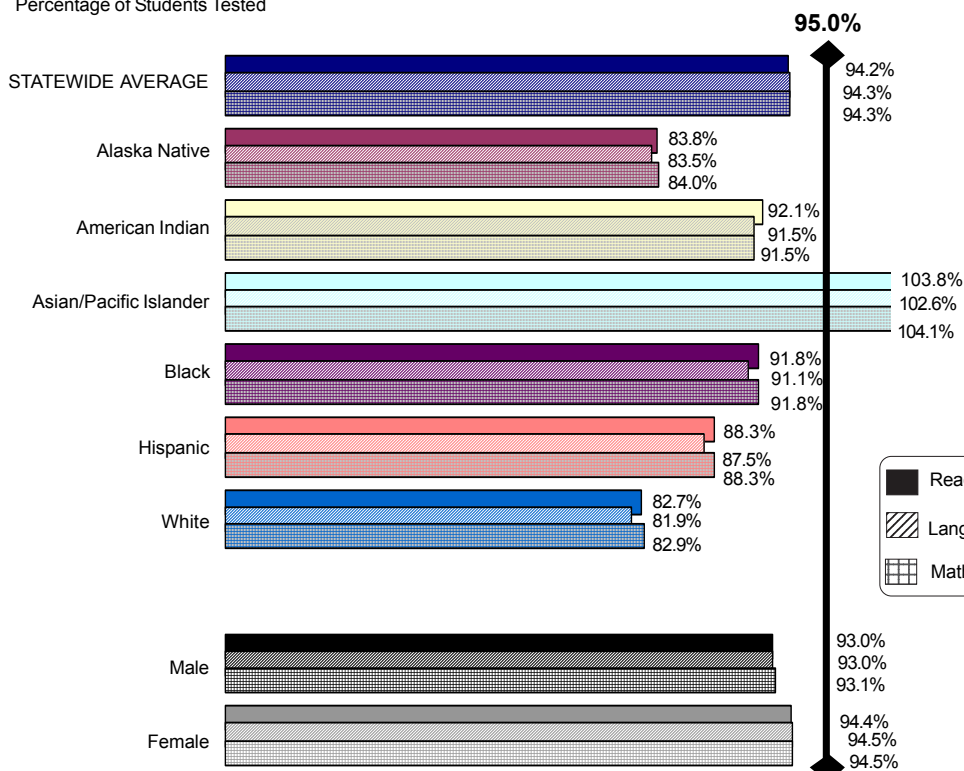
## TerraNova CAT/6 2002 GRADE 4

Percentage of Students Tested



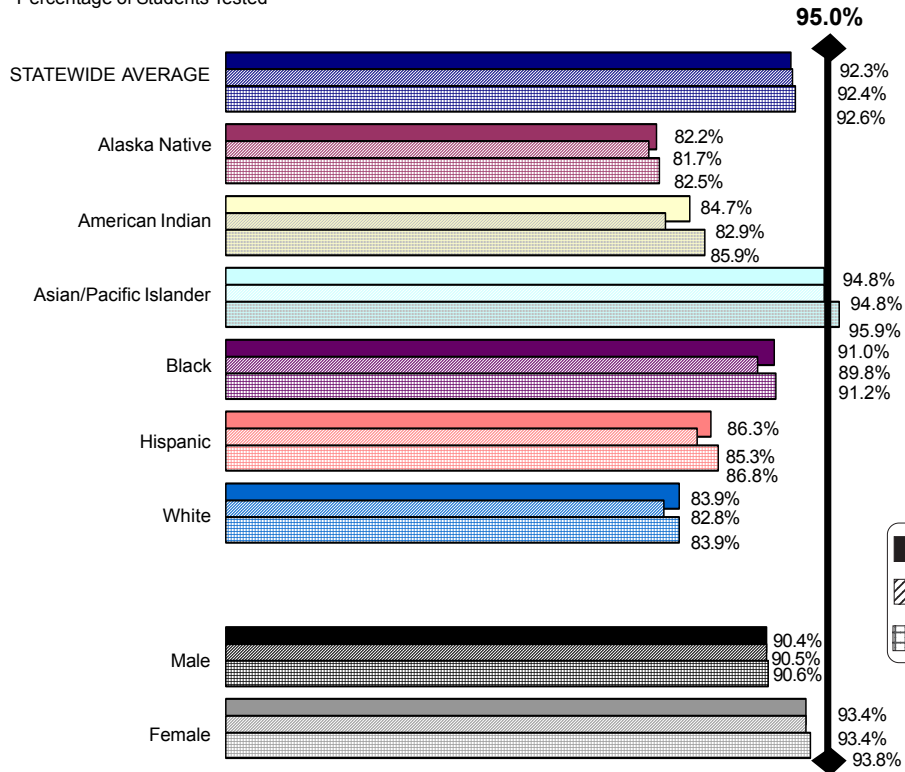
## TerraNova CAT/6 2002 GRADE 5

Percentage of Students Tested

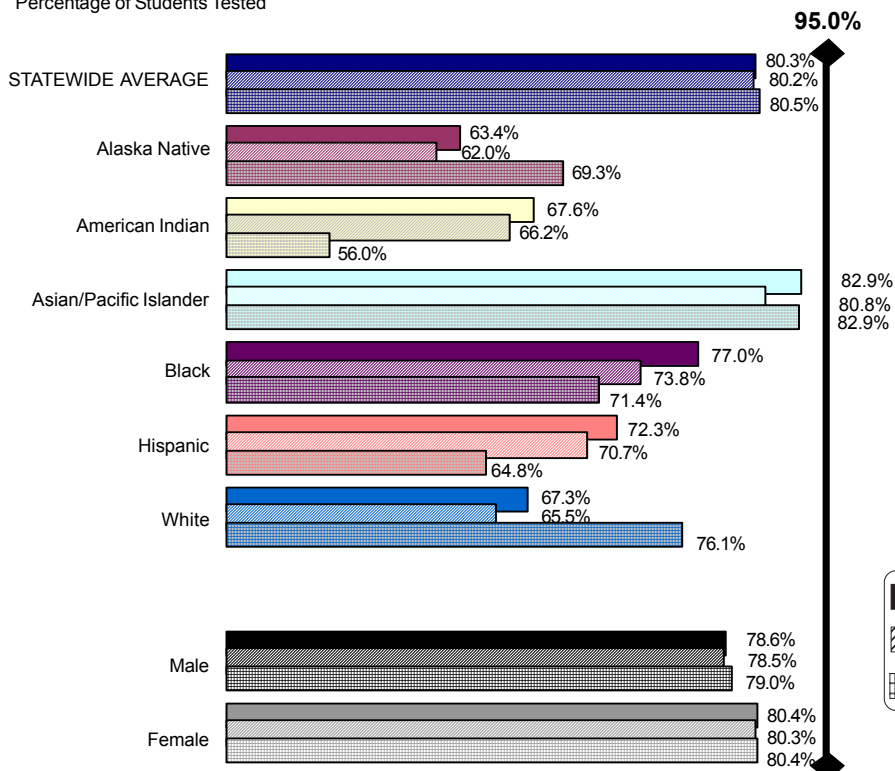


**TerraNova CAT/6 2002 GRADE 7**

Percentage of Students Tested

**TerraNova CAT/6 2002 GRADE 9**

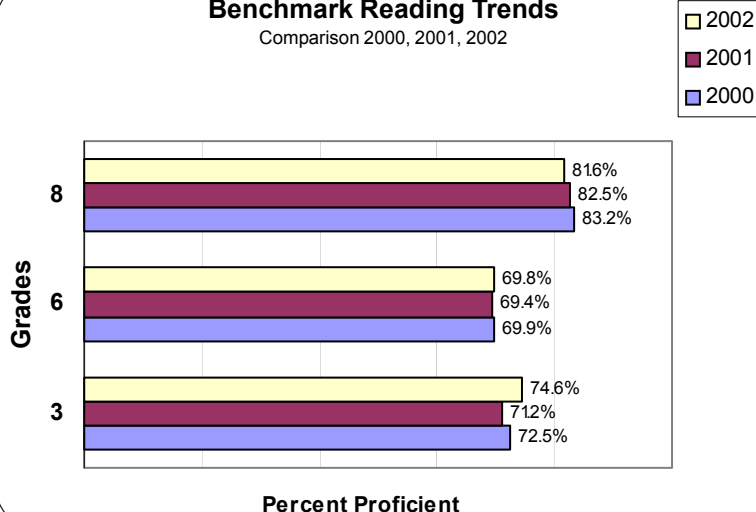
Percentage of Students Tested



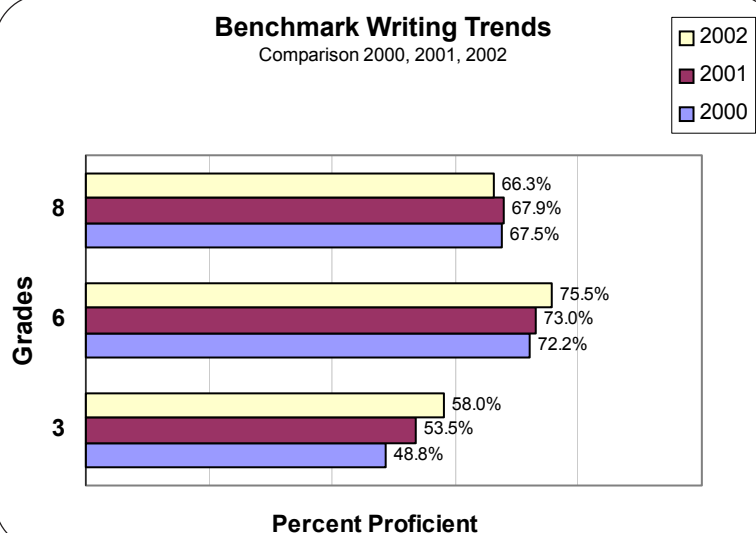
Benchmark examinations were administered for the first time in March 2000. The State Board of Education & Early Development set the proficiency level for each grade. These proficiency levels are Advanced, Proficient, Below Proficient; and Not Proficient levels on the Benchmark exams. The following charts illustrate the percentage of students who have met the proficiency levels in three administration of the Benchmark Exams, spring 2000, 2001, and 2002.

**Benchmark Reading Trends**

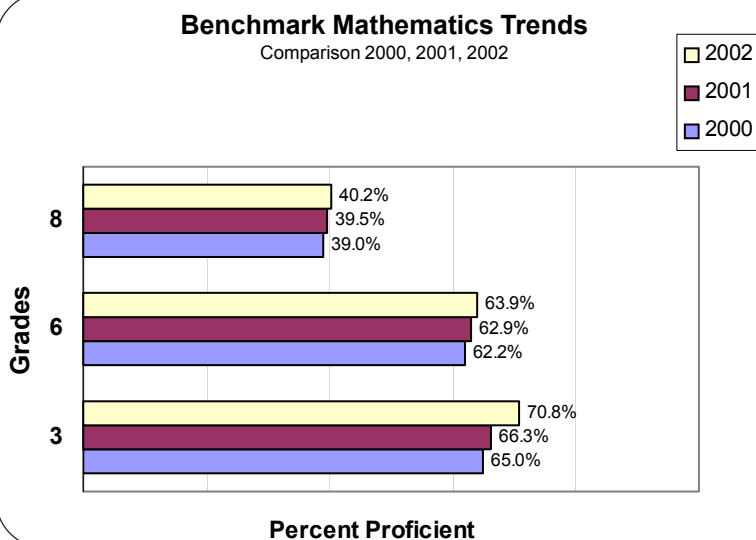
Comparison 2000, 2001, 2002


**Benchmark Writing Trends**

Comparison 2000, 2001, 2002


**Benchmark Mathematics Trends**

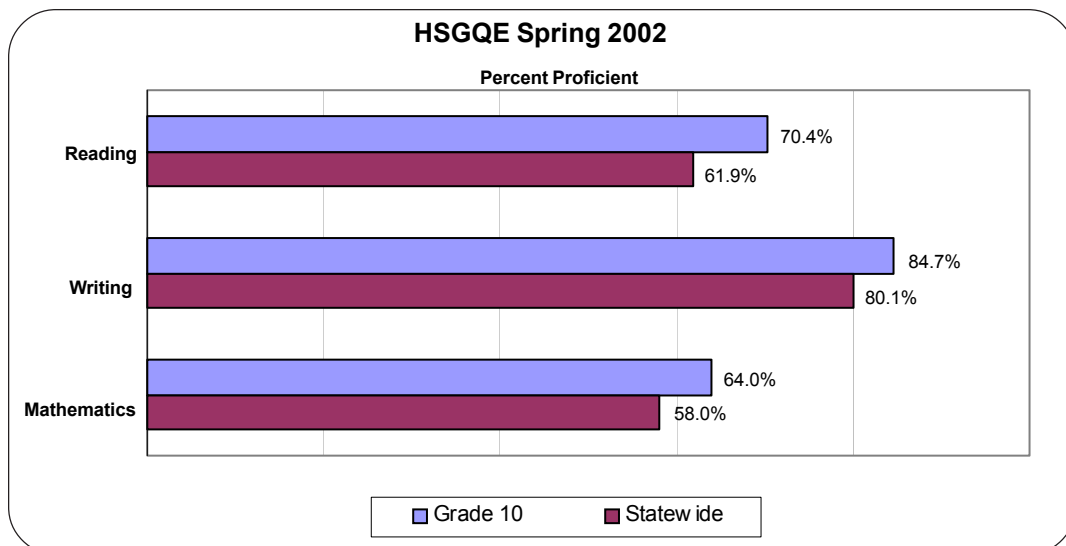
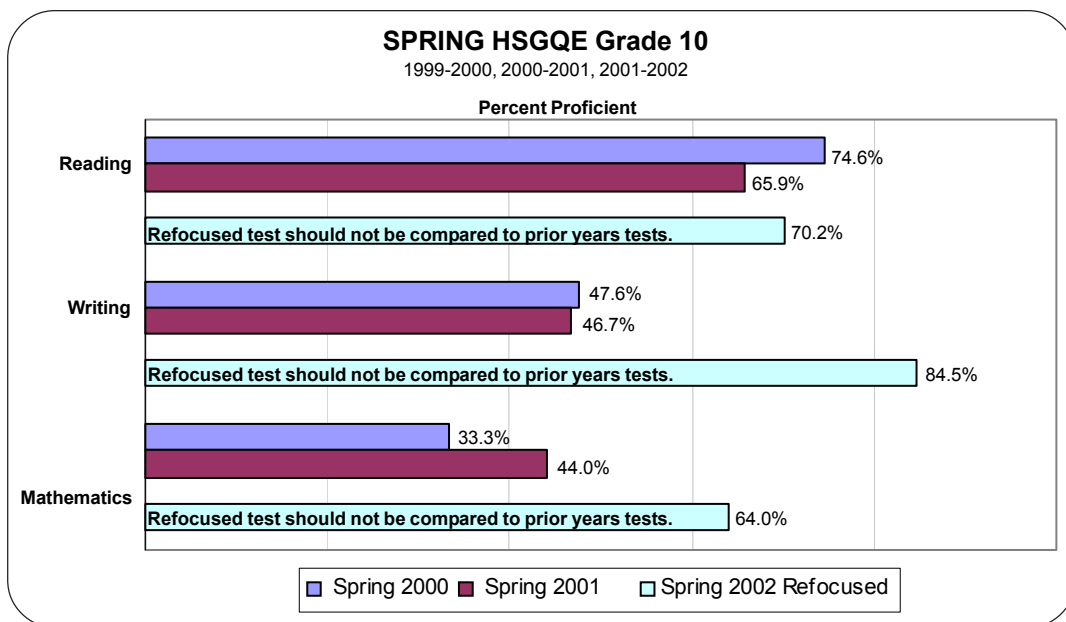
Comparison 2000, 2001, 2002





The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. During the 2001 Legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these area in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the “minimum competency in essential skills” for all high school graduates. In 2002, the Department of Education & Early Development refocused the HSGQE to measure competences of essential skills as required under state statutes.

The State Board of Education & Early Development set the proficiency levels for the refocused exam in August 2002. The exam is administered in October and March of each school year to provide additional opportunities for high school sophomores, juniors, and seniors to take the exam. The following chart illustrates the HSGQE results for the grade 10 students in the spring of 2000, 2001, and 2002; because the test was refocused it is not appropriate to compare the 2002 results with previous administration of the HSGQE.



## 2002 SAT Results

The SAT assessment measures student math and verbal skills. Participation in the test is voluntary and students may take the test more than once. Results from the SAT are used by some post-secondary institutions for admission, course placement, and scholarship decisions.

The results from the Class of 2002 indicate that across the United States, 46 percent of graduating seniors took the SAT test. In Alaska, 52 percent of seniors in the Class of 2002 took the SAT. The participation rate for graduating seniors from public schools was 38 percent nation wide and 47 percent in Alaska.

Alaska's seniors continued to outscore the national average even though a greater percentage of Alaskans took the SAT than their national counterparts.

- ✓ Alaskan students enrolled in public schools averaged 519 on the verbal portion of the test, compared to 501 for the national average.
- ✓ On the verbal portion of the SAT, average scores for Alaska students in the class of 2002 were 2 points higher than the average score for students in the class of 2001.
- ✓ Alaskan students achieved an average of 524 on the math portion compared to 512 for the national average.

On the mathematics portion of the SAT, average scores for Alaska students in the class of 2002 were 9 points higher than the average score for students in the class of 2001

Table 2  
SAT Verbal and Math

All Graduating Seniors	Alaska			National	
	Test	Average Score	% State Participation	Average Score	% National Participation
	Verbal	516	52%	504	45%
	Math	519		516	
Public School Graduating Seniors	Verbal	516	52%	504	45%
	Math	519		516	

### American College Test (ACT)

The ACT assessment is a series of tests that assesses skills in English, Mathematics, reading and science. Participation in the test is voluntary and students may take the test more than once. Results from the ACT Assessment are used by some post-secondary institutions for admission, course placement, and scholarship decisions.

Alaska graduates taking the ACT in 2002 achieved above the national averages in the areas of math, reading, and science reasoning and equal to the national average in English. The Alaska composite score, a weighted average of the four content scores, was above the national average composite score.

Table 3  
Comparison of Alaska and National ACT Scores

	Alaska	Nation
Math	21.4	20.6
Reading	21.8	21.1
Science Reasoning	21.2	20.8
English	20.2	20.2
Composite	21.3	20.8

Data from the ACT continue to reflect a high positive relationship between taking a challenging high school curriculum and high ACT scores. For example, the Alaska seniors who reported taking a “core program”—defined by ACT as four years of English and three or more years of mathematics (Algebra 1 or higher), social studies, and natural sciences—achieved an average composite score of 23.9. Students in Alaska who reported taking less than the core program achieved an average composite score of 21.1.

Fewer Alaska students took the ACT in 2002 (2300) than in 2001 (2451).

### High School Completion

Alaska school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit on the basis of a passing grade for a course of study prescribed by the local school board. In the case of special education students precluded from taking regular course offerings, a certificate of attendance is awarded.

In order to graduate, Alaska students must have earned at least 21 units of credit and completed at least the following:

- ✓ language arts – 4 units of credit
- ✓ social studies – 3 units of credit
- ✓ mathematics – 2 units of credit
- ✓ science – 2 units of credit
- ✓ health/physical education – 1 unit of credit
- ✓ remaining required credits as specified by the local school board.

Many districts require more credits than the state minimum.

In 2002, some 6,945 graduates were awarded a regular high school diploma and 65 were given a certificate of completion.

Table 4  
2001-2002 Graduates by Ethnicity

Percentage of 12th grade enrollment represents the total 12th grade enrollment by ethnicity divided by October 1, 2001 enrollment in 12th grade.

Ethnicity	Percentage of 12th Grade Enrollment	2002 Graduates
Alaska Native/American Indian	20.0	19.2
Asian/Pacific Islander	6.2	6.0
Black	4.0	3.6
Hispanic	3.0	2.7
Other	1.5	0.5
White	65.2	67.9

## **Standards for Teachers and Administrators**

Alaska standards for teachers were adopted in 1994 and amended in 1997. Administrator standards were adopted in 1997. Teacher preparation program review, institutional recommendations for certification, and district evaluation plans are all based on these standards.

## **Standards for Teacher Preparation**

Beginning in 1998, colleges and universities were required to attest, on the Institutional Recommendation Form for Alaska Certification, that their program graduates meet or exceed either national or Alaska professional standards.

Beginning 2006, Alaska's teacher preparation institutions must meet or exceed the National Council for Accreditation of Teacher Education (NCATE) standards as well as Alaska professional standards. NCATE standards are the only national standards for teacher preparation.

Alaska is one of 44 NCATE partnership states. Our partnership is based on review using both the unit standards developed by NCATE and the program standards developed by the national professional education associations.

## **Certification and Endorsements**

Beginning in 1998, new candidates for teacher certification in Alaska were required to demonstrate basic competency in reading, writing, and math by passing the Praxis I Academic Skills Assessments.

The State Board of Education & Early Development adopted a regulation in 1999 allowing Alaska certificated teachers to earn additional content area endorsements in three ways: by completing an approved educational program in a content area; by earning a doctorate, master's, major, or minor in a content area; or by passing the Praxis II tests in the following areas: English; math; general science; French; and German.

An Advanced Teacher certificate became available for those who choose to earn National Board Certification. Subsidies of \$1,000 were made available for ten Alaska teachers during the 2000-2001 school year toward the \$2,000 National Board application fee. Qualifying scores for the Praxis II tests for English, math, and general science were adopted in 1999.

## **Evaluation of Educators**

In 1997, local school boards were required to develop and adopt a certificated employee evaluation system for all teachers and administrators, except superintendents. The department's Professional Evaluation Handbook provided guidance for developing staff evaluation plans based on Alaska's professional standards for educators.

## Family, School, Community & Business Network

The *Alaska Quality Schools Initiative* encourages collaborations at the local and state levels among parents, schools, professional education associations, businesses, community groups, and government to improve the academic achievement of students. Since 1996, the Department of Education & Early Development, the Alaska PTA, the Association of Alaska School Boards, and NEA Alaska have been assisting school districts and communities in developing more collaborative relationships. This partnership is being expanded to include staff from the department representing safe and drug free schools and the Division of Early Development, the Alaska Family Partnership program, a business representative, and an Alaska Native educator.

Partner activities include the following:

- ✓ training on the National Parent Involvement Standards which are based on research by Dr. Joyce Epstein on effective family involvement;
- ✓ dissemination of information on effective models for family involvement;
- ✓ reporting of family involvement activities using a self-assessment by districts as part of the district report card;
- ✓ involving parents and community representatives in school decision-making through their participation in the development of state content, performance, school-to-work, and opportunity to learn standards;
- ✓ training parents, community members, and school staff to understand and use best practices in family and community involvement, and including making appropriate educational decisions; and
- ✓ conducting the first in a series of regional conferences on traditional child rearing practices to identify culturally appropriate practices.

A public or private elementary or secondary school in Alaska may demonstrate the attainment of the standards by conducting a self-study using a format prescribed by the department; or providing evidence of accreditation by the Northwest Association of Schools and Colleges to the department.

The adopted standards for schools are:

- (1) classroom and instructional strategies support and promote student learning focused on the attainment of high standards by all students; a school demonstrates this standard by giving evidence that it bases curriculum, instruction, and assessment on clear student standards and objectives; has established student standards that are meaningful, agreed upon, and emphasize the importance of learning; assesses student performance in multiple ways; and holds high expectations for the achievement of all students;
- (2) a climate of high expectations exists not only for students, but also for all staff, and high expectations are communicated to everyone in the community the school serves, with incentives, recognition, and rewards in place to promote excellence;
- (3) school time is used for learning;
- (4) fair discipline practices and policies are established, communicated, and consistently enforced;
- (5) the school environment is supportive and physically safe;
- (6) appropriate technology is used to apply academic skills to simulate real life, workplace situations in addition to performing research and exploration;
- (7) all staff are involved in ongoing and continuous staff development that focuses on school improvement goals and student performance standards;
- (8) strong leadership that uses established research to guide the instructional program is in evidence;
- (9) resources are focused on established student standards and school improvement efforts to guide the instructional program;
- (10) the decision-making process for school plans and goals includes everyone in the community the school serves;
- (11) programs and support are provided to help high needs students achieve school success;
- (12) the school goals and staff behavior promote equity and respect for diversity among students, teachers, administrators, families, and community members of different socio-economic status and cultural background;
- (13) that non-English-speaking and limited-English-proficient students are provided with a strong academic core program that supports the students' first language; and
- (14) partnerships and collaboration are established between the school and parents, families, businesses, and other community members; a school demonstrates this standard by giving evidence that
  - (a) various types of involvement promote a variety of opportunities for school, families, and community to work together;
  - (b) collaboration between the school and agencies, businesses, and the community supports special programs for high needs students and families; and
  - (c) staff and school procedures promote community connections and cross-cultural communications with parents and families.

Information on accreditation by the Northwest Association of Schools and Colleges may be obtained from Stowell Johnstone, Executive Secretary, Alaska Committee of the Northwest Association of Schools and Colleges, P.O. Box 230067, Anchorage, AK 99523-0067 or directly from the Northwest Association of Schools and Colleges, 1910 University Drive, Boise, Idaho 83725-1060.

### 2002 Accreditation Status

The decision to seek accreditation is a local school board option. Since the 1970s, the State Board of Education & Early Development has delegated accreditation to the Northwest Association of Schools and Colleges (NASC). Accreditation by NASC is a two-step process for school improvement, consisting of an annual report which details continuous growth, and a full-scale self-evaluation and third party verification of the total education program every six years.

Table 5  
Summary of  
Schools Accredited

Summary of Schools Accredited by Northwest Association of Schools and Colleges (Adopted in December, 1999)	
Elementary .....	9
Middle .....	13
High School .....	43
K-12 .....	87
Special Purpose Schools .....	8
Supplemental Education Program .....	3
<b>Total Accredited in Alaska .....</b>	<b>163</b>
<b>Public Schools .....</b>	<b>152</b>
<b>Private Schools .....</b>	<b>11</b>

Voluntary school accreditation has resulted in 28 percent of Alaska's public schools seeking accreditation status. The majority of accredited schools serve a K-12 grade span. Generally, Regional Education Attendance Areas (REAAs) have a greater percentage of accredited schools. City and Borough school districts typically accredit their high schools and some middle schools; few accredit their elementary schools.

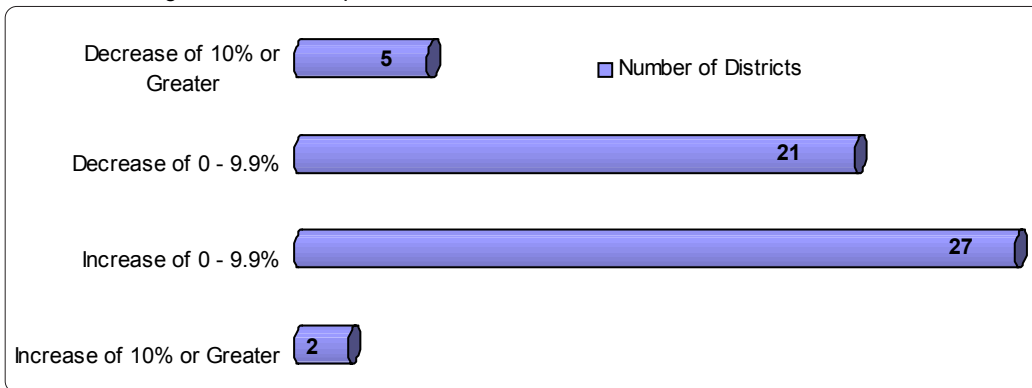
Thirty-eight school districts plus the Department of Education & Early Development have one or more accredited schools.



### Annual Change in Membership

The average daily membership for 2001-2002 represented a 1.1 percent increase over the previous year. Twenty-six districts experienced no change or a decrease in this period. The most significant reductions were in Tanana, Skagway, and Aleutian Region School Districts, at -24.5 percent, -16.2 percent, and -15.5 percent, respectively. Enrollments in 29 districts were higher than the previous year. Craig City School District had the greatest increase with 21.4%.

Table 6  
Annual Change in Membership

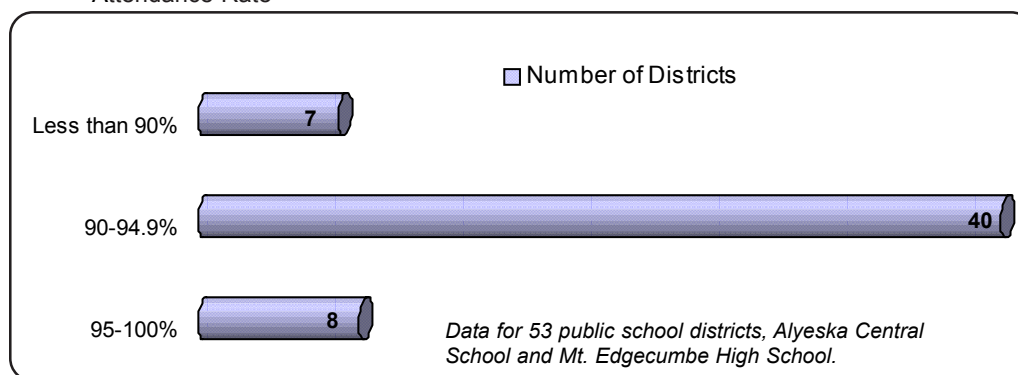


### Attendance Rate

The amount of time students are present at school and actively engaged in learning relates directly to academic performance. The relationship between school attendance and student performance is well documented in national research.

Seven districts have attendance rates less than 90 percent, and eight districts reported attendance rates at or above 95 percent. Over the last five years, the statewide average attendance rate has remained at about 93 percent.

Table 7  
Attendance Rate



### Annual Dropout Rate for Grades 7-12

Dropout rates answer the question, "What percentage of students dropped out of grades seven through twelve?" Students transferring to another school or alternative program that meets standard credit requirements are not considered dropouts. As defined by the National Center for Education Statistics, a student who leaves the district to obtain a GED is a dropout.

Of 61,130 students enrolled in grades seven through twelve, 3,538 students dropped out during the 2001-2002 school year. The statewide dropout rate dropped from 6.2 percent in 2000-2001 to 5.8 percent 2001-2002. These dropout numbers represent children dropping out between July 1, 2001, and June 30, 2002. Table 8 profiles dropouts by ethnicity.

Table 8  
Dropouts by Ethnicity

Ethnicity	Grades 7-12 Percentage of Total Enrollment	Grades 7-12 Percentage of Total Dropouts
Alaska Native/Native American	23.3	34.5
Asian/Pacific Islander	5.9	4.6
Black	4.3	5.4
Hispanic	3.1	3.2
Other	1.5	1.2
White	62.0	47.6

**Accreditation.** Indicates whether or not a school was accredited for 2001-2002.

**Attendance Rate.** Computed by taking the aggregate daily attendance during the regular school year and dividing by the aggregate daily membership for the school year, expressed as a percentage.

**Aggregate daily attendance.** The sum of the days present of all students when school is in session during the school year.

**Aggregate daily membership.** The sum of the days present and absent of all students when school is in session during the school year.

**Average Volunteer Hours Per Week.** The average number of volunteer hours a week spent in the school by parents and other members of the community.

**Community Members Commenting.** The number of community persons commenting to school or district personnel.

**Dropout.** A student who was enrolled in the district at some time during the school year and whose enrollment terminated. Dropouts do not include graduates, transfers to public or private schools, or transfers to state- or district-approved education programs. Students with absences due to suspension, illness, or medical conditions are not reported as dropouts.

**Dropout Rate.** Computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning with July 1 and ending June 30.

**Enrollment Change.** The annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the reporting school year and the October 1 enrollment from the previous school year and then dividing by the October 1 enrollment from the previous year, expressed as a percentage.

**Enrollment Change Due to Transfers.** Computed by subtracting from one the quotient derived by dividing the number of students enrolled at least 170 days in the school by the total number of students enrolled at least one day in the school.

**Graduation Rate.** Computed by counting the number of graduates receiving a regular diploma by June 30, and dividing that number by the sum of the 12<sup>th</sup> grade membership on the last day of school, the number of mid-year graduates, and the number of summer graduates.

**High School Graduate.** The number of students that receive a regular diploma during the school year.

**Parents Commenting.** The number of parents commenting to school or district personnel.

**Parent Survey Return Rate.** Computed by counting the number of surveys returned by parents, and dividing that number by the number of parents eligible to be surveyed, expressed as a percentage.

**Retention Rate.** Computed by taking the number of students being retained on the last day of school and dividing by the membership on the last day of the school year, expressed as a percentage. The data is based on the combined number of retained students in grades kindergarten through grade 8 as of the last day of school.

**School/Business Partnerships.** The number of school/business or interagency partnerships operating under written agreement.

**Students Commenting.** The number of students commenting to school or district personnel.

**Student Survey Return Rate.** Computed by counting the number of surveys returned by students, and dividing that number by the number of students eligible to be surveyed, expressed as a percentage.

#### **Statewide Assessments**

**HSGQE.** The results for the spring High School Graduation Qualifying Exam. The state standards-based exam was required for students enrolled in the 10<sup>th</sup> grade.

**Proficient.** The number of students who scored at or above the cut (or passing) score.

**% Proficient.** The percentage of students who scored at or above the cut (or passing) score. Computed by counting the number of students receiving a passing score and dividing that number by the number of students participating in the test.

**Not Proficient.** The number who scored below the cut (or passing) score.

**% Not Proficient.** The percentage of students who scored below the cut (or passing) score. Computed by counting the number of students not receiving a passing score and dividing that number by the number of students participating in the test.

**Benchmark Exams.** The results for the spring state standards-based assessments for grades 3, 6, and 8. Results are broken out into the following four proficiency categories:

**Advanced.** Indicates mastery of the performance standards at a level above proficient.

**Proficient.** Indicates mastery of the performance standards sufficient to lead a successful adult life.

**Below Proficient.** Indicates mastery of some performance standards but not enough to be proficient.

**Not Proficient.** Indicates little mastery of the performance standards.

**CAT/6 Exams.** California Achievement Test, 6 (TerraNova, version 2). The results of the norm-referenced achievement tests administered during the 2001-2002 school year for grades 4, 5, 7, and 9 include:

**Top Quarter (76-99).** The percentage of students tested who are in the top quarter.

**Third Quarter (51-75).** The percentage of students tested who are in the bottom quarter.

**Second Quarter (26-50).** The percentage of students tested in the third quarter.

**Bottom Quarter (1-25).** The percentage of students tested who are in the bottom quarter.

In a normal distribution, 25 percent of the scores fall into each quarter.

**Percentile Rank.** The national percentile of the mean normal curve equivalent.